

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

## Spanish I Unit 1 Getting Started in Spanish

### How to Use this Unit

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

[www.GeorgiaStandards.Org](http://www.GeorgiaStandards.Org)

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-Based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Language Structures Needed for this Unit**. Identify any standards that are not addressed or other gaps in instruction and design appropriate **Interdisciplinary Instructional Tasks** to address those standards and/or instructional gaps.
5. Review the list of **Formative Assessment Tasks** and decide which ones you will use to assess student progress during the unit. Be sure to choose tasks that will reinforce student performance on the **Summative Assessment Tasks**. Design your own tasks as well!
6. Review your entire unit and identify the materials and resources you need to teach it.
7. Have fun teaching a performance-based unit!

### **Essential Question**

What is it like to learn a foreign language?

## Georgia Performance Standards Framework for Spanish

### What students will be able to do

#### Elements

- MLI.IP1A** Use basic greetings, farewells, and expressions of courtesy, in both oral and written forms.
- MLIIP1G** Ask questions and provide responses based on topics such as self, family, school, etc.
- MLI.IP1H** Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0-100 in context.
- MLI.INT1C** Understand simple instructions, such as classroom procedures and basic computer terminology.
- MLI.CCC1A** Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
- MLI.CCC1C** Identify examples of vocabulary, phrases, proverbs, and symbols from the target language that are used in other subjects.
- MLI.CCC3A** Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.
- MLI.CCC3B** Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning.

### What students will know

Alphabet  
Sounds / Pronunciation  
Diacritical marks  
Formal and informal greetings  
Expressions of courtesy  
Subject pronouns  
Geography of the Hispanic world  
Numbers 0-31  
Days, months  
Colors  
Classroom instructions  
Telling time  
Weather Expressions  
Body parts

## Georgia Performance Standards Framework for Spanish

### Summative Performance Based Assessment 1

**Elements:** MLI.IP1A, MLI.IP1G, MLI.CCC3B

**To the Student:** Your Spanish teacher sees you coming down the hall. You want to impress him/her with how much Spanish you have already learned. Your teacher greets you to start the conversation. Continue the conversation by responding appropriately to the greeting and to any questions your teacher may ask you. Be sure to greet your teacher, introduce yourself, use an expression of courtesy, and bid farewell.

#### Scoring Rubric

##### **3 Exceeds Expectations**

- Responds to teacher's greeting and initiates introduction of self
- Introduces self
- Uses an expression of courtesy
- Answers all of the teacher's questions
- Uses an appropriate farewell

##### **2 Meets Expectations**

- Responds to teacher's greeting
- Introduces self
- Uses an expression of courtesy
- Answers most of the teacher's questions
- Uses an appropriate farewell

##### **1 Approaches Expectations**

- Hesitates, but then responds to teacher's greeting
- Introduces self
- Does NOT use an expression of courtesy
- Cannot answer the teacher's questions
- Uses an appropriate farewell

##### **U Unsatisfactory**

- No response given

## Georgia Performance Standards Framework for Spanish

### Summative Performance Based Assessment 2

**Elements:** MLI.IP1A, MLI.IP1G, MLI.CCC3B

**To the Student:** You see your Spanish teacher in the cafeteria at lunch and want to impress him/her with how much Spanish you have already learned. **START** a conversation with your teacher that has one basic greeting including the teacher's title and name, a question asking how the teacher is, an appropriate response to a similar question, and one farewell. Remember, **YOU** start the conversation.

#### Scoring Rubric

##### **3 Exceeds Expectations**

- Greets teacher with the appropriate title and name
- Asks the teacher how he/she is
- Responds to the teacher's question about how he/she is, using a different response than the teacher used
- Uses an appropriate farewell, other than the one the teacher used
- Makes **NO** errors in pronunciation or vocabulary

##### **2 Meets Expectations**

- Greets teacher with the appropriate title and name
- Asks the teacher how he/she is
- Responds to the teacher's question about how he/she is
- Uses an appropriate farewell
- Makes errors in pronunciation and/or vocabulary that **DO NOT** interfere with comprehension

##### **1 Approaches Expectations**

- Has to be prompted by the teacher to get the conversation started
- Does not ask the teacher how he/she is
- Hesitates when responding to the teacher's question about how he/she is
- Uses an appropriate farewell
- Makes errors in pronunciation and/or vocabulary that interfere or prevent comprehension

##### **U Unsatisfactory**

- Does not attempt the activity

## Georgia Performance Standards Framework for Spanish

### Summative Performance Based Assessment 3

**Elements:** MLI.INT1C, MLI.CCC3A

**To the Student:** It's the first couple of weeks of the semester and a new student has joined your Spanish class. The teacher has asked you to help the new student understand the teacher's instructions by SHOWING the student what to do. There will be 5 instructions in Spanish.

**To the Teacher:** This is a TPR activity dealing with classroom instructions and items found in a classroom. Tell students that you will give them five commands (directions / instructions) to follow. Use the following rubric to assess the students.

#### Scoring Rubric

- 3 Exceeds Expectations**
  - Follows all 5 of the commands
- 2 Meets Expectations**
  - Follows 4 of the commands
- 1 Approaches Expectations**
  - Follows 3 of the commands
- U Unsatisfactory**
  - Follows only 1 or 2 of the commands

## Georgia Performance Standards Framework for Spanish

### Summative Performance Based Assessment 4

**Elements:** MLI.CCC1A

**To the Student:** Your family and you are planning your summer vacation. You want to travel to a Spanish-speaking country, but your family does not know where they are all located. You have an outline map of the world. Label the continents where Spanish is spoken. On the maps of the continents or regions, list as many Spanish-speaking countries as you can. You do not have to label each country. Just list them.

**To the Teacher:** You can find world maps and maps of Europe, Africa, North America, the Caribbean, Central America, and South America at the following websites: [www.enchantedlearning.com/geography](http://www.enchantedlearning.com/geography) and [www.eduplace.com/ss/maps](http://www.eduplace.com/ss/maps) .

You should cover the directions to the teacher before making copies of the rest of this page and only give students the world map at first. After the students have labeled the world map, hand out the other maps you have chosen.

#### Scoring Rubric

**3 Exceeds Expectations**

- Labels all 4 continents correctly
- Lists at least 18 Spanish-speaking countries

**2 Meets Expectations**

- Labels at least 3 continents correctly
- Lists at least 14 Spanish-speaking countries

**1 Approaches Expectations**

- Labels at least 2 continents correctly
- Lists at least 10 Spanish-speaking countries

**U Unsatisfactory**

- Labels fewer than 2 continents correctly
- Lists fewer than 10 Spanish-speaking countries

## Georgia Performance Standards Framework for Spanish

### Summative Performance Based Assessment 5

**Elements:** MLI.CCC1C, MLI.CCC3A, MLI.CCC3B

**To the Student:** Your teacher will provide you with a chart to list similarities and differences between the Spanish and English languages. Using the chart, list as many cognates\*, alphabet, accents, intonation, etc. that you can. (See **SP1-1 PBA5**)

#### Scoring Rubric

**3 Exceeds Expectations**

- ❑ Lists more than 10 accurate similarities and/or differences between the target language and English

**2 Meets Expectations**

- ❑ Lists at least 10 accurate similarities and/or differences between the target language and English

**1 Approaches Expectations**

- ❑ Lists at least 7 accurate similarities and/or differences between the target language and English

**U Unsatisfactory**

- ❑ Lists fewer than 7 accurate similarities and/or differences between the target language and English

\*Remember - Cognates are words that look very similar, sound very similar, and mean the same thing in different languages.

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### Summative Performance Based Assessment 6

**Elements:** MLI.IP1H, MLI.CCC3A

**To the Student:** Your teacher will say six months of the year, one at a time, in Spanish. Write the month, as you hear it. Then, write down the color you most associate with that month, in Spanish. You may write more than one color. Next in English, write down the reason why you associate the color with the month.

#### Scoring Rubric

##### **3 Exceeds Expectations**

- Spells all 6 months correctly
- Writes more than 4 colors, with reasons that are believable
- Spells at least 3 of the colors correctly

##### **2 Meets Expectations**

- Spells 4-5 or more months correctly
- Writes 4 or more colors, with reasons that are believable
- Spells at least 2 of the colors correctly

##### **1 Approaches Expectations**

- Spells at least 3 months correctly
- Writes fewer than 4 colors, but with at least 2 reasons that are believable
- Spells at least 1 of the colors correctly

##### **U Unsatisfactory**

- Spells fewer than 3 months correctly
- Writes fewer than 4 colors, with or without reasons.
- Spells none of the colors correctly

## Georgia Performance Standards Framework for Spanish

### Interdisciplinary Instructional Tasks

#### Interpersonal Communication Tasks

- 1. Meeting Each Other (Language Arts)**  
Have students work in pairs to create a brief (3-4 lines) introductory conversation. They should greet each other, tell each other their names, use an expression of courtesy, and tell each other goodbye.
  
- 2. Addition and Subtraction (Math)**  
Have students write 5 addition and/or subtraction equations, using numerals, leaving out one of the three numbers. When they have written the equations, they should find a partner and read the equations to him/her. The partner then tells the other one the number that should complete the equation.
  
- 3. What's the Weather Today? (Science)**  
Each day (after you have taught several weather expressions) ask a student to tell you that day's weather. Then, have the class repeat it.
  
- 4. What Day is Today?**  
Each day (after you have taught the days of the week) ask a student to tell you what day it is. Then, have the class repeat it.
  
- 5. What is Today's Date?**  
Each day (after you have taught the formation of dates) ask a student to tell you that day's date. Then, have the class repeat it.
  
- 6. What Country is this? (Social Studies)**  
Each day (after you have taught the geography of the target language) point to a country on a map and ask a student to tell you what country it is. Then, have the class repeat it.

#### Interpretive Communication Tasks

- 7. Let's learn the alphabet! (Language Arts)**  
This is an online aural/oral activity to practice the alphabet.  
[http://spanish.about.com/cs/forbeginners/a/beg\\_alphabet.htm](http://spanish.about.com/cs/forbeginners/a/beg_alphabet.htm)
  
- 8. Splash! (Art)**  
Cut out colored construction paper and paste on white poster board based on the combinations written below. Write the name of each color in the target language on the construction paper, but scramble the letters and have the students identify it

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correctly. Then, ask the students to guess the name of the color formed by the combination of the two. For example: red + yellow = orange

Color combinations:

- red + yellow = orange
- blue + red = purple
- blue + yellow = green
- white + red = pink
- black + white = gray

**9. Swat that number! (PE)**

Write a random sampling of numbers between 0-31 on a transparency. Divide the class into at least two teams. Have one student from each team go to the board and give each a flyswatter. Call out a number that is on the board and the first student to correctly “swat” it earns a point for his/her team. Each student passes the flyswatter to the next person on his/her team. The game ends when you’ve called out all of the numbers.

**10. Let’s Add! (Math)**

Give students several addition problems, orally, using the numbers 0-31. Have students perform the addition and then randomly call on students to tell you the answers in Spanish. Afterwards, call on individual students to tell you the entire equation.

**11. Let’s Subtract! (Math)**

Give students several subtraction problems, orally, using the numbers 0-31. Have students perform the subtraction and then randomly call on students to tell you the answers in Spanish. Afterwards, call on individual students to tell you the entire equation.

**12. What’s in this Classroom? #1 (All Subjects)**

Describe various classroom items (what they look like, what they’re used for) that have been learned in class. Call on individual students to tell you what the item is. Then, have the whole class repeat what the item is.

**15. What’s in this Classroom? #2 (All Subjects)**

Provide students with the “Classroom Items” handout. **Go to [www.enchantedlearning.com/language/spanish/label/desk/](http://www.enchantedlearning.com/language/spanish/label/desk/) for this handout.**

**16. Body Parts (Health)**

Use the handout called “Label the Body” to teach body parts. **Go to [www.enchantedlearning.com/language/spanish/label/body/](http://www.enchantedlearning.com/language/spanish/label/body/) for this handout.**

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### 17. Pick the Correct Time

Using the handout called “Pick the Correct Time”, call out the various times and have students write down what they hear. **Go to [www.enchantedlearning.com/language/spanish/label/time2/](http://www.enchantedlearning.com/language/spanish/label/time2/) for this handout.**

## Presentational Communication Tasks

### 18. The Rainbow (Art, Science)

Remind students that the colors of a rainbow appear in the same order as they do in the colors of a spectrum (red, orange, yellow, green, blue, indigo, and violet). Then, have the students draw a rainbow, putting the colors in the appropriate order. After they have drawn and colored the rainbow, they should label each of the colors in the target language. Post the rainbows around the room or in the hallways.

### 19. The Calendar (Social Studies, Art)

Discuss with students the fact that not all countries / religions / cultures follow the same calendar (for example, Gregorian, Julian, Aztec, Jewish, Chinese). Provide students with a blank calendar page and have them fill in the days of the week and dates for one month, according to the calendar that is used in the target culture. Then, have them decorate the calendars and post them.

### 20. Head, Shoulders, Knees, and Toes (Health, P.E.)

Play head, shoulders, knees, and toes to practice body parts. Include only basic body parts, as the others will appear in a later unit.

## **Georgia Performance Standards Framework for Spanish**

### **Recommended Formative Assessment Tasks**

Throughout the teaching and learning process, teachers use various methods to determine if their students are “getting it.” In fact, using a variety of assessment activities that address students’ multiple intelligences and learning styles is an intrinsic part of good instruction. The formative assessment activities below are specifically designed to maintain a performance focus throughout the teaching of the unit and to allow teachers to pay attention to the building blocks that are necessary for students to actually *do* the performances at the end of the unit.

#### **Communication in the Interpersonal Mode**

- ❑ Work in pairs to create and/or practice simple conversations.
- ❑ Perform a short skit or dialogue for a class, the school or the community.
- ❑ Develop simple conversations based on provided visual cues.
- ❑ Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- ❑ Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- ❑ Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- ❑ Send and respond to simple invitations.
- ❑ Interview a peer to gather information to fill out a form or complete a simple survey.
- ❑ Work in pairs or in groups to retell a story that has been presented.
- ❑ Give and/or follow simple directions.
- ❑ Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.

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- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.
- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

### **Communication in the Interpretive Mode**

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.
- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.

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- ❑ Listen to a passage and follow a map or diagram.
- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.
- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

### **Communication in the Presentational Mode**

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.
- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- ❑ Develop a Web Quest (inquiry-based activity).
- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.

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- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.
- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.
- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.
- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

### **Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture**

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.
- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- ❑ Examine a culturally authentic object and relate its function.

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- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- ❑ Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- ❑ Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- ❑ Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- ❑ Create a chart comparing cultural products, practices and perspectives on current events.
- ❑ Examine school schedules that are typical of the target culture(s).
- ❑ Research airfares and hotel costs for a short trip to a country where the target language is spoken and prepare a simple budget.
- ❑ Compare advertisements or commercials for a given product.